

Introduction



Overview

Starting in 2010, NURIEC Director Diana Doucette, NIEC Director Cathy Cogen, and NIEC Communication and Outreach Coordinator Lillian Garcia Peterkin, led the development of the *NCIEC Deaf Interpreter Curriculum*. They collaborated with a team of six Deaf interpreter practitioners, educators, and curriculum specialists to establish the intended scope and outcomes of the curriculum to create developmentally structured learning experiences and measurable outcomes. The team piloted the curriculum over a one-year period in the Massachusetts-based *Road to Deaf Interpreting* (RDI) program and refined curriculum elements based on feedback received. The 2014 train-the-trainer session further tested and expanded upon the curriculum structure, content, and resources.

The NCIEC is grateful for the contributions of so many who collaborated on the development of the curriculum.

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Structure

The heart of the *NCIEC Deaf Interpreter Curriculum* consists of six modules arranged in sequential order, with appendices that include the Deaf interpreter competencies, worksheets, rubrics, presentation slides, and a glossary. Also included is a comprehensive listing of resources – most of which are cited in the curriculum, some with hyperlinks to videos and related materials of use to Deaf interpreter education.

The curriculum focuses on training of Deaf interpreters to work in the community; it does not address high-level conference work and interpreting in legal settings. The NCIEC has created an in-depth, specialized curriculum and training program to prepare Deaf interpreters for assignments in the court system.

Module 1: Deaf Interpreters—Past, Present and Future

This module covers the fundamentals of Deaf interpreter practice. We look at its origins and how it has evolved over time. Learners gain an



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overview of the foundational skills and knowledge required of Deaf interpreters. The role of the Deaf community and interpreters in the future growth of the field and improving communication access is also explored. Learners also reflect on how their personal and formative experiences impact their potential as Deaf interpreters.

Module 2: Ethnic and Cultural Diversity Within the Deaf Community

This module covers ethnic and cultural diversity within the American Deaf community—specifically, Deaf people of color. Learners explore how biases and stereotypes form, do self-analysis, and consider how they may impact their work as Deaf interpreters. Learners also research a variety of organizations representing Deaf ethnic and cultural groups, further developing their individual resources.

Module 3: Consumer Assessment—Identifying Culture, Language & Communication Style

This module covers the wide variety of languages and communication styles, education levels, physical characteristics, cognitive abilities, and sociolinguistic factors among the consumers with whom Deaf interpreters work. Learners practice strategies for recognizing consumer characteristics that may influence Deaf interpreter practice.

Module 4: Ethical Considerations and Challenges for Deaf Interpreters

This module covers ethical considerations and challenges for decision-making by Deaf interpreters. Learners examine the Code of Professional Conduct set forth by the National Association of the Deaf and the Registry of Interpreters for the Deaf and how it fosters ethical decision-making in various situations and settings. Learners also explore how the history of RID and NAD Code of Ethics influenced the field of Deaf interpreting.

Module 5: Interpreting Theory and Practice for Deaf Interpreters

This module applies theoretical models of interpretation to the work of Deaf interpreters. Learners explore the theory and practice of consecutive interpreting, simultaneous interpreting, and sight translation. Learners also engage in observation and role-play activities

whereby they gain experience with a variety of approaches and discourse styles.

Module 6: Deaf/Hearing and Deaf/Deaf Interpreter Teams

This module covers the rationale, theories, and practices of Deaf/Hearing and Deaf/Deaf interpreter teams. Learners engage in dialogue on justification for teaming and the critical roles and contributions of team members in achieving full communication access. Learners also explore and practice effective teaming strategies.

Terminology

Throughout the curriculum, the terms *Deaf* and *DeafBlind* are used. *Deaf* includes people who are deaf, hard of hearing, or late deafened; *DeafBlind* includes Deaf people who are blind or have varying degrees of vision.

In general, use of the “D” for *Deaf* signifies a person who is culturally Deaf. This term is used in this curriculum to indicate that Deaf and DeafBlind people live in a dominant culture that assumes people primarily communicate via spoken language.

Deaf and DeafBlind people are part of a minority who seek communication access, and may at times require Deaf interpreters to gain access.



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NCIEC Mission

The mission of the National Consortium of Interpreter Education Centers is to connect and collaborate with diverse stakeholders to create excellence in interpreting.



Black and white photos shown throughout this book were taken by Jimmy Beldon during the Train the Trainers Session held June 16-20, 2014 in Brooklyn, MI. We are grateful to the participants for their work and for allowing us to videotape and photograph them during the session. Back row (L-R): Eileen Forestal, Cynthia Napier, Stephanie Clark, Christopher Tester, Kevin Poore, Ann Horn, Rayni Plaster, Trenton Marsh, and Jeff Pollock. Front row (L-R): Jimmy Beldon, Kirsi Grigg, Bradley Dale, Jennifer Briggs, Jacqueline Schertz, Brenda Schertz, Carole Lazorisak, Lillian Garcia Peterkin, and Rosemary Diaz. Behind the camera is Doug Bowen-Bailey (right), videographer.

